

COMMISSION ON TEACHER CREDENTIALING

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**OFFICE OF THE EXECUTIVE DIRECTOR**

Date: June 26, 2006

To: All Education Specialist Credential Program Chairs/Directors for Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education

From: Dr. Sam Swofford, Executive Director

Subject: Program Amendment Submission and Review Process Regarding the English Learner (EL) Authorization Added for the Education Specialist Credentials

Please refer to:

Coded Correspondence 06-0009 (ctc.ca.gov/notices/coded/06009/06009.html)

distributed June 15, 2006 regarding the authorization to add the English learner (EL) Authorization for Education Specialist Credentials. The following information will provide the guidelines for the program amendment submission and program amendment review process.

Program Amendment Submission

1. Please use the following information to guide your program amendment submission: Complete and return the "Plan for Submission of English Learner Program Amendment for Education Specialist Credentials" by **July 14, 2006**. See Appendix A.
2. Use the following standards to guide you in providing evidence as to how you embed English Learner content in the coursework for the Education Specialist Credentials program.

Preliminary Level I Credential

- Standard 7A, Preparation to Teach Reading-Language Arts, as found in the *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials*. See Appendix B for the complete standards.
- Standard 13, Preparation To Teach English Learners, as found in the *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials*. See Appendix B for the complete standards.

Professional Level II Credential

- Standard 19, Teaching English Learners, as found in the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. See Appendix B for the complete standards.
3. Complete the matrix of "English Learner Standards and Coursework for Education Specialist Credential" provided in Appendix C. This should represent which courses

including field experience that candidates complete to earn their EL authorization within each program. It should also include:

- a. all syllabi and related documentation to a specific element.
- b. identify courses and /or field experiences that address the element of a standard as appropriate. See example in 7A(a).

Due to the very short time line for program amendment submission and review, the intent is to make the submission format as specific as possible. In lieu of each program providing a detailed narrative, the intent is that completion of the matrix and the requested supporting documentation should provide the necessary information for the readers. You may provide a very abbreviated narrative in addition to the matrix if it is absolutely necessary to explain your program.

For program sponsors who have **more than one** approved Education Specialist teacher preparation program, please complete **one matrix per approved program** to address how each program is embedding English Learner content in the coursework and fieldwork.

4. Submit a cover letter identifying what program document/s you are submitting
ex: IHE College/ University, Education Specialist: Mild/Moderate **or** District/County Office Mild/Moderate **and date of submission.**
5. Cross-reference all materials in the appendices clearly.
Tab Sections
Example: Appendix A: Attachments (cross reference in Table of Contents)
Appendix B: All syllabi should be sub tabbed by course number
Syllabi should include:
 - Course description
 - Goals/Objectives/Candidate Competencies
 - Texts names and resources
 - Sequence of instruction
 - Course assignments
 - Course outcomes
 - Course grading
 - Disability accommodations statements
6. Submit **two hard copies** in a three ring binder/s (no larger than 3 inch) and **one electronic copy on a CD to:**

**Jan Jones Wadsworth, Ed.D.; Consultant
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814**

Program Amendment Review Process

Since all program amendment documents must be submitted by December 20, 2006. all program amendment documents will be reviewed and programs will be notified of their status between August and December with the exception of the December 20, 2006 amendment submission due to the holiday calendar. Those amendment documents received December 20, 2006 will receive notification some time in January 2007.

Timelines

"Plan for Submission of of English Learner Program Amendment
for Education Specialist Credentials" due to the Commission
with program sponsor submission date (Appendix A).

July 14, 2006

Submission window options: 8/7/06, 9/7/06, 10/20/06, 11/14/06, **12/20/06 FINAL DATE**

Program Approval Announcements

At the same time as the program sponsor is notified that their amendment is approved, the Credentials, Assignments and Waivers Division will be authorized to issue the English Learner authorization on the Education Specialist credentials recommendations from the sponsor. Program approval dates will be made available on the CCTC website (www.ctc.ca.gov) as soon as the program sponsor has been notified of their approval status.

Authorization

The credential completed under these requirements will authorize the holder to provide the following services to English learners: (1) instruction for English language development; and (2) specially designed content instruction delivered in English.

Those candidates who have enrolled and completed coursework as part of the amended program will be eligible for this authorization when they complete and apply for their Education Specialist Credential program.

This authorization will not be retroactive. Holders of a preliminary, clear, professional clear or life Special Education or Education Specialist Credential will need to continue to utilize one of the three options outlined on page 1 of Coded Correspondence 06-0009 to earn an EL authorization. Current holders of Education Specialist Internship Credentials (university or district intern) will automatically be deemed to hold an English learner authorization on the date that the program sponsor's program amendment is approved. No new document will be issued by the Commission. The EL authorization will appear on the credential when the full credential is issued.

Updates and Frequently Asked Questions

Please check the Commission on Teacher Credentialing website:

www.ctc.ca.gov/educator-prep/special-education.html for ongoing updates and answers to "Frequently Asked Questions" as this process is implemented.

For further information regarding the program standards and amendment process, contact Dr. Jan Jones Wadsworth, Consultant at jjones-wadsworth@ctc.ca.gov.

Appendix A
Plan for Submission of English Learner Program
Amendment for Education Specialist
Credentials

DUE July 14, 2006

Name of Institution: _____

Address: _____

We are aware of the changes required by the Commission to amend our Education Specialist Teacher Preparation Program documents to include evidence English Learner content established by the Commission on Teacher Credentialing, June 1, 2006. We will submit a detailed implementation plan for approval by the Commission on Teacher Credentialing **prior to December 20, 2006** as established by the Commission. We will submit our amendment by _____ (see timelines for submission windows in the attached letter) and will contact the CTC if we change our date or program contact.

Signature: _____

Institutional Officer

Name: (Please print) _____

Email: _____ Phone: _____

Date: _____

Mail to: Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95814

Attn: Dr. Jan Jones Wadsworth, Consultant

or fax to: 916-327-3165

6/26/06

Appendix B

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners 7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

- (i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
- (ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

- (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
- (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

Program Elements for Standard 13: Preparation to Teach English Learners

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.

13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language

Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family and cultural backgrounds and experiences.

Standards of Quality and Effectiveness for Professional Teacher Induction Programs

Program Standard 19: Teaching English Learners

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

Program Elements for Standard 19: Teaching English Learners

19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.

19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.

19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.

19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.

19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.

19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.

19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.

19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.

19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

Appendix C

Standard 7A: Preparation to Teaching Reading/Language Arts

7A(a) The program provides intensive instruction in reading and language arts, and is grounded in methodologically sound research, thus it:

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)
Provides exposure to instructional programs adopted by State Board of Education for public schools	Sample: TED 5352 Reading A Session 1			Sample: Student Teaching I Course Assignment 1
Utilizes systematic, explicit, applied instruction in reading				
Utilizes systematic, explicit, applied instruction in writing				
Utilizes systematic, explicit, applied instruction in related language arts				
Incorporates strategies to support English Language Learners				
Aligns the curriculum with state-adopted academic content standards for Language Arts and Reading				

7A(b) For each candidate the study of reading and language arts methods includes the following provisions:

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)
Strong preparation for teaching comprehension skills				
Strong literature component				
Strategies that promote and guide pupil independent reading				
Instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners				

7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)

Instruction and experience with a range of textual, functional and recreational materials including a variety of genres				
Materials that reflect cultural diversity				

7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)
Strategies for students to work in teacher-supported and in independent reading contexts				
Instruction and experience in developing student background knowledge				
Instruction and experience in developing student vocabulary				
Instruction and experience in the use of comprehension strategies such as text structure, summarizing, questioning, and making inferences				
Instruction and experience in promoting the use of oral language in a variety of formal and informal settings				
Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions				

7A(d): For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including:

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)
Phonemic awareness				
Direct, systematic, explicit phonics				
Decoding skills including spelling patterns				
Orthography addressing sound/symbol codes				
Extensive practice in reading and writing				

7A(e and f) For each candidate, the study of reading and language arts includes:

Elements E and F	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)
Knowledge of the home and community literacy practices				
Instructional uses of ongoing diagnostic strategies that guide teaching and assessment				

Early intervention techniques in a classroom setting				
Guided practice of techniques				
Study of phonological and morphological structure of English				
Study of methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers				

7A(g): Application of Common Standard 2-- The institution provides adequate resources :

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)
To staff reading and language arts courses: including instructional faculty and field supervisors				
To build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction				

7A (h): Application of Common Standard 7: The design of the program establishes and supports:

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)
Cohesive connections among the RICÄ content specifications and the reading methods coursework, the practical experience components and the opportunities to practice as stated in the California Education Code				

7A(i): Field experience site placement(s) and/or supervised teaching assignments include:

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)
Extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught				

7A(j): Application of Common Standard 8: Selection of field supervision attends to:

Elements	Course/Instructional Experience	Course/Instructional Experience	Projects	Field Experience(s)

Collaboration with districts to select classrooms teachers to supervise candidates				
Collaboration and communication among field supervisors, student teaching supervisors, and reading methods course instructors				
Collaboration efforts toward assuring modeling of effective practices, monitoring candidates progress, and assessment of candidate's achievements on performance related to the standards in reading, writing, and related language instruction				

Standard 13: Preparation to Teach English Learners

13(a) The program provides opportunities for candidates to:

Elements	Course/Instructional Experience	Course/Instructional Experience	Course/Instructional Experience	Field Experience
Understand the philosophy, design, goals and characteristics of school -based organizational structures designed to meet the needs of English Learners	Sample: TED 5366 Session 1: Foundations of programs for EL's P&B: Chapter 4			
Understand programs for English language development				
Understand the relationship of programs for English				

language development and the state-adopted reading/language arts, student content standards and the framework				
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13(b) The program's coursework and field experiences include:

Elements	Course/Instructional Experience	Course/Instructional Experience	Course/Instructional Experience	Field Experience
Multiple systematic opportunities for candidates to learn, understand and effectively use materials for English language development that are responsive to students' assessed levels of English proficiency				
Multiple systematic opportunities for candidates to learn, understand and effectively use methods and strategies for English language development that are responsive to students' assessed levels of English proficiency				
Multiple systematic opportunities for candidates to learn, understand and effectively use materials for English language development that lead to the rapid acquisition of listening, speaking, reading, and writing skills in English comparable to those of their grade level peers				
Multiple systematic opportunities for candidates to learn, understand and effectively use methods and strategies for English language development that lead to the rapid acquisition of listening, speaking, reading, and writing skills in English comparable to those of their grade level peers				

13(c) Through planned prerequisite and/or professional preparation candidates learn:

Elements	Course/Instructional Experience	Course/Instructional Experience	Course/Instructional Experience	Field Experience
Relevant state and federal laws pertaining the education of English learners				
How the state and federal laws impact student placement and instructional programs				
Provides strategies for students to work in teacher-supported and in independent reading contexts				

13(d) The program design provides each candidate opportunities to:

Elements	Course/Instructional Experience	Course/Instructional Experience	Course/Instructional Experience	Field Experience
Acquire knowledge of linguistic development				
Acquire knowledge of first and second language acquisition				

Learn how first language literacy connects to second language development				
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13(e) The program's coursework and field experiences include:

Elements	Course/Instructional Experience	Course/Instructional Experience	Course/Instructional Experience	Field Experience
Multiple opportunities Knowledge of the home and community literacy practices				
Instructional uses of ongoing diagnostic strategies that guide teaching and assessment				
Early intervention techniques in a classroom setting				
Guided practice of techniques				

Standard 19: Teaching English Language Learners

This should be addressed connected to Level II Induction based with an institution Level II program.

Please include semester/quarter unit courses, modules and practicum experience

19. Professional Development

Each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners.

Elements	Instructional Experiences	Instructional Experiences	Instructional Experiences	

19. Resourcefulness

Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development.

Elements 19A, E, and G	Instructional Experiences	Instructional Experiences	Instructional Experiences	
Knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.				
Knows local and school organizational structures and				

resources designed to meet the needs of English learners.				
Knows the purposes, contents and uses of California's English Language Development Standards and English Language Development Test.				
Draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.				

19. Instruction

Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students.

Elements 19 B, C, D, F, H, and I	Instructional Experiences	Instructional Experiences	Instructional Experiences	
Demonstrates the skills and abilities to use English language development methods and strategies as part of the approved program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.				
Demonstrates ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English, and in their first language, when available.				
Demonstrates ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.				
Knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.				
Plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive				

and pedagogical factors and individual student needs affect first and second language development.				
Develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.				

19. Assessment

Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students.

Element E	Instructional Experiences	Instructional Experiences	Instructional Experiences	
Understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning.				
Effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.				

19. Learning Environment

Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

Elements J and K	Instructional Experiences	Instructional Experiences	Instructional Experiences	
Provides an equitable learning environment that encourages students to express meaning in a variety of ways.				
Effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.				